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THE UNIVERSITY OF ALBERTA

PUPIL CONTROL IDEOLOGY AND STUDENT ALIENATION IN NORTHERN ALBERTA

by

(C) JOHN MICHAEL BURGER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled PUPIL CONTROL IDEOLOGY AND STUDENT ALIENATION IN NORTHERN ALBERTA, submitted by John Michael Burger in partial fulfilment of the requirements for the degree of Master of Education.

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Date September 9, 1974..

ABSTRACT

Student alienation was expected to be related to situation-specific phenomena in the school. Pupil control ideology of teachers was considered to reflect pupil-teacher interpersonal relations and to exemplify a situation-specific variable in the school which may be related to student alienation. The purpose of the study was to determine if a relationship between pupil control ideology and student alienation did exist. Also examined was the relationship between geographical isolation of a school and student alienation, and geographical isolation and teachers' pupil control ideology. Six teacher demographic variables, months of teaching experience, months in present position, months of teacher training, marital status, sex, and number of teachers on staff in the school, were examined to determine if any were useful in predicting pupil control ideology.

The population studied was the sixth through tenth grade students and teachers of Northland School Division in northern Alberta.

The data used to test the hypotheses generated in the study were derived from Form PCI and Form PAQ II, an adapted version of Form PAQ. The sample consisted of 372 students and 77 teachers. Pearson r, t-tests for independent samples and stepwise regression were utilized in examining the relationship between the variables.

Custodial pupil control ideology was found to be related to the self-estrangement dimension of alienation at the .001 level of significance for the Pearson r and t-test statistics, and to the

powerlessness dimension of alienation at the .01 level for the t-test statistic. No relationship was found between pupil control ideology and total alienation nor between pupil control ideology and the normlessness and meaninglessness dimensions of alienation.

Geographical isolation of a school was found to be significantly related to custodial pupil control ideology at the .05 level for t-test between means of independent samples. T-tests between students in geographically isolated and non-isolated schools revealed that geographically non-isolated schools were related to total alienation and the normlessness dimension at the .05 level of significance and to the powerlessness dimension at the .001 level of significance. No significant relationship was found between location of the school and the self-estrangement and meaninglessness dimensions of alienation. None of the teacher demographic characteristics achieved significance as a predictor of pupil control ideology.

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Chapter 1

STATEMENT OF THE PROBLEM

Student alienation has been referred to as, "an explosive phenomena in today's schools." (Sergiovanni and Starratt, 1971:205). For students in Northern Alberta alienation is magnified by cultural differences between white teachers and native students, and little interrelationship exists between the students' school life and community life. Lane (1967:33) stated:

> . . . traditional Indian ideas about how learning takes place, what sorts of things are important, at what ages should children learn certain kinds of things, in what way and at what speed, differ significantly from the educational philosophy underlying the federal and provincial school systems.

Native children are not inherently alienated; rather their alienation stems from complex socio-economic, cultural and education interrelationships. In a study of the relationship between alienation and the individual's social status, educational level, income, age, and rural background, Dean (1961:757) concluded that, "Alienation is not a personality trait, but a situation-relevant variable." And Seeman (1967:117), in a comparative study of powerlessness as a dimension of alienation and learning, stated that the connection between an individual's sense of powerlessness and knowledge is specific to control-relevant material, that is, material which enhances the individual's sense of control over relating to the knowledge area. Seeman found that the individual's expectancy for control in specific situations, rather than

general intellectual competence, governs the attention to and acquisition of information available in his environment.

Student alienation is a situation-relevant variable most effectively studied in the school environment. The philosophic orientations which teachers hold in reference to pupil behavior, their "pupil control ideology," is a situational variable within the social system of the school which may be related to student alienation. The relationship between the pupil control ideology of teachers and the degree and kind of alienation exhibited by students in the Northland School Division of Northern Alberta was investigated in this study. Geographic isolation of schools compared with pupil control ideology and student alienation also were examined to determine whether these variables were related.

In recent years much research has been devoted to studying teacher's pupil control ideology (PCI) and the logical relationship between PCI and a host of dependent variables. Despite the fact that PCI has been heavily researched since 1967 by Willower, Eidell, Hoy, Applebury, Helsel, Leppert, Rafalides and others (Kozakewich, 1973:23-33) a need for further research is apparent. Hoy and Rafalides (1970:110-111) maintained, "More research is necessary . . . to explore the relationship between student alienation and other organizational characteristics." Kozakewich (1973:19) claimed, "To discern the importance of pupil control ideology in the teacher-pupil relationship, the teacher-pupil relationship needed further examination." MacMillan stated that, "there is a further need for the United States results (PCI studies) to be verified or rejected using Canadian data." (MacMillan, 1973:146). And Hoy (1972:49 asserted that, ". . . the

problem of alienation in the school is extremely complex and one for which we have only a meager fund of knowledge." and "The empirical study of alienation in elementary students has been almost totally neglected."

A review of the literature did not reveal any studies of pupil control ideology and student alienation in a native educational setting; however, Walter (1971) has conducted a research study of value orientations and student alienation of Indian and non-Indian students in Northern Alberta.

The Northland School Division was chosen as the research setting for a study of the relationship between teacher pupil control ideology and student alienation in order to partially fill the gap which exists in this research area of native education in Canada.

Definition of Terms

Alienation. Alienation, a central tenet in the writings of Marx, Weber and Durkheim, is referred to in this study in a socio-psychological, as opposed to a historical sense. Seeman (1959:784-791) identified and defined five dimensions of alienation based on an extensive review of the literature on alienation. The five dimensions were:

> Powerlessness -- "The expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements he seeks."
>
> Normlessness -- "A high expectancy that socially unapproved behaviors are required to achieve given goals."
>
> Meaninglessness -- "A low expectancy that satisfactory predictions about future outcomes of behavior can be made."
>
> Self-estrangement -- "The degree of dependence of the given behavior upon anticipated future rewards."

Isolation -- "Assigning low reward value to goals or beliefs that are typically highly valued in the given society."

Seeman (1959:788) suggested that the five dimensions of alienation can be, "applied to as broad or as narrow a range of social behavior as seems useful."

Pupil control ideology. Pupil control ideology (PCI) refers to the philosophic orientation which educators hold in reference to pupil behavior. PCI is defined on a continuum with "custodialism" and "humanism" representing the extremes. A custodial PCI is equated with a primary concern for the maintenance of order in the classroom; teachers feel students are not to be trusted. Custodial teachers stereotype students by appearance, behavior, and parents' social status and adopt a punishment-centered approach to pupil control. A humanistic PCI is equated with teachers who maintain two-way communication with students, who have a trustful view of students, and who are optimistic about the students' ability to be self-disciplined and responsible. The students learn through interaction and experience and are viewed by the teacher as individuals with unique needs (Willower, Eidell and Hoy, 1967; Waldman, 1971).

Northland School Division. Northland School Division was created in December, 1960 to provide educational services to the area of Northern Alberta, east of the Peace River, north of the Lesser Slave Lake and west of the Saskatchewan border. The population denisty of the area is roughly one person per six square miles.

Geographically isolated schools. Geographically isolated schools are defined by the administration of Northland School Division

by such factors as availability of supplies within the community, telephone service, road connections, etc. The isolation bonus schedule employed is, class 1, $400; class 2, $900; class 3, $1,125; class 4, $1,500; and class 5, $1,900. Schools under classes 1 and 2 were considered "non-isolated" for the purpose of this study, and schools under classes 3, 4 and 5 were considered "isolated".

Native education. The distinction between treaty, and non-treaty Indians is a complex legal matter (Hawthorne, 1966:212-254). For the purpose of this study education of treaty, or non-treaty Indians and Metis are encompassed under the term "native education".

Theoretical Framework

Relationship between PCI and student alienation. The manner in which the teacher reacts to and attempts to guide student behavior in the classroom may have a direct effect on the students' reaction to the school as a social system. A highly custodial PCI based on a punishment-centered approach to pupil control, is a negative phenomenon for a student to experience; custodial PCI is likely to be an alienating situational variable within the social system of the school. Therefore, the expectation is that highly custodial teachers will be associated with alienated students.

The geographic isolation of the schools of Northland adds a unique element to the social system experienced by both teachers and students. Teachers' difficulty in adjusting to life and work in isolated conditions is exemplified by the average tenure of appointment by Northland teachers of 2.4 years (Adams, 1971:15).

Teachers understand little about their native students' environment:

> . . . programs and texts and teacher training are predicated on the assumption that [native] children come to school with a substantial English vocabulary, with certain experiences involving Time, Money, Discipline, Work, the Family, the Written Word, Travel, Toys, Pets, etc. which are not present . . . . (Adams, 1971:8).

In the isolated schools native students are even more lacking in the experiences which the teacher often assumes the child has had. Lacking common experiences, the native child appears to the teacher to be backward. Native students must work harder than their white counterparts to make progress, because they must familiarize themselves with white culture before they can understand and assimilate the learning material which is transmitted through the medium of white culture. Teachers tend to surmise that because students fail to make apparent progress they are dumb or "stoopid" (Gooderham, 1967:5), and teachers gradually form a stereotype of native students as having low intelligence (Gue, 1967:44).

The greater the geographic isolation, the greater is the cultural discrepancy between the native culture and white culture, and correspondingly, the greater the cultural gap between native students and white teachers. This cultural gap leads to misunderstanding and miscommunication between teachers and students which prevents the teacher from relating to the students in a "humanistic" manner in which the student is seen as an individual with unique needs. Instead, students are seen as a stereotyped mass, a condition which fosters the development of a "custodial" view of students, emphasizing punishment-centered control of students. The development of a

custodial pupil control ideology may be a reaction to the unknown qualities of the native child. Not knowing how to effectively relate to the native child in the classroom because of cultural discrepancies, the teacher may adopt custodialism as a defense mechanism which assures the teacher of control in an unfamiliar environment (Zelei, 1971).

If geographic isolation is related to custodial PCI and custodial PCI is related to student alienation, then geographic isolation should also be related to student alienation. In isolated communities the home and school environments are often two different worlds for the native child (Gourdeau, 1969). Referring to this dichotomy, Hawthorne (1967:1968) stated, "The two social worlds tend to come closer in metropolitan areas or near towns, and to move farther apart in reserves situated far from towns or which are still close to the traditional patterns of life." The more isolated the school, the greater is the dichotomy between teachers and students, resulting in more custodial pupil control ideologies of teachers, which in turn causes greater student alienation.

However, it is also possible that student alienation due to cultural conflict may be less in isolated communities, because students experience less overall contact with white value systems. Cultural conflict would be more intense within the school in isolated communities, but the native child would be insulated from community based cultural conflict, defined as casual but pervasive contact with white culture outside the school. In non-isolated communities the dichotomy between native students and teachers values within the school would not be as sharp as in isolated communities, but the

students would be exposed to a more pervasive and extensive community based contact with white value systems.

The student alienation questionnaire was designed to measure alienation specific to the school situation, but cross-over of community based alienation to the school environment is possible. An interaction between community based alienation due to contact with white values outside the school and school based alienation due to teacher-pupil interaction would complicate the interrelationships between PCI, student alienation and geographic isolation with a fourth variable, that of community based alienation, which is likely to be less in isolated communities.

Finally, six teacher demographic characteristics were studied to determine whether they were related to pupil control ideology.

Assumptions

Willower, Eidell and Hoy (1967:6) warn that pupil control ideology does not have a perfect relationship to pupil control behavior. The correspondence between pupil control ideology and behavior is, however, assumed to be close enough to warrant use of PCI as an indication of teachers' behavior. Also, the validity and reliability data of Form PCI provided by its authors are assumed to hold for this study. The Likert scales used to measure student alienation and PCI were assumed to yield interval data.

Delimitations

The study population was delimited to the teachers and the students in the sixth, seventh, eight, ninth, and tenth grades of Northland School Division No. 61.

Limitations

With respect to sample selection, consideration of geographical location of schools and school enrollment took precedence over the desirability for a random sample of schools in Northland. Schools which were within approximately eighty miles driving distance of each other were given priority, as well as schools with the larger enrollments. Given the constraints of time and funds, in some cases it was not practical for the researcher to travel hundreds of miles to a school with a 6-9 grade enrollment of 10-12 and a teaching staff of 2 or 3. Consequently, the smaller schools of Northland School Division have been largely excluded from the sample. "Isolated" schools inaccessible by road were visited via air transportation arranged by Northland School Division. Schools visited by air were selected on the basis of travel opportunity, subject to the vagaries of weather and the travel plans of the superintendent of the school division. The final sample of schools visited were, however, representative of Northland School Division in a geographical sense.

The study examined the relationship between student alienation and PCI at one given point in time, thus possible variations in the relationship remained hidden. Extraneous variables such as student aptitude, motivation, extra-curricular life, etc. have not been controlled for in this study.

Significance of the Study

The significance of the study lies in the following

contributions: 1) an indication of the degree and kind of student alienation in the Northland School Division; 2) an indication of the pupil control ideology of teachers in the division; 3) insight into the relationship between teachers pupil control ideology and student alienation in the Division; 4) insight into the relationship between geographic isolation of a school and pupil control ideology; 5) insight into the relationship between geographic isolation of a school and student alienation; and 6) insight into the relationship between six teacher demographic characteristics and teacher pupil control ideology of Northland teachers.

Organization of the Thesis

The first chapter presented an introduction to the study including a statement of the problem, definition of terms, the theoretical framework of the study, assumptions, delimitations and limitations of the study, the study's significance and the organization of the thesis. The second chapter presents a comprehensive summary of the literature dealing with pupil control ideology, student alienation, and native education. The third chapter presents the research design of the study, statement of the hypotheses to be tested and discusses instrumentation. The fourth chapter reports the statistical findings which test the hypotheses. The fifth chapter interprets the findings, both in the context of the present study, and in relation to the findings of related studies. The final chapter summarizes the entire thesis.

Chapter 2

SUMMARY OF RELATED LITERATURE AND RESEARCH

This chapter presents a review of related literature and studies of pupil control ideology, alienation, and native education which are of particular interest in reference to the present study.

Pupil Control Ideology Studies

Public schools are domesticated organizations whose existence is guaranteed by law. Public schools do not compete with one another for clients and their protected status guarantees an inward flow of pupil-clients. The forced marriage of pupil-clients and teachers in the schools necessitates adaptive mechanisms which allow clients and teachers to achieve a state of homeostasis. For example, the school may segregate the "poor" students into "special" programs, or the goal of discipline may displace the educational goals of the school. Similarly, the students may adapt by "situational retirement" or by "rebellious adjustment" (Carlson, 1964:266-274), resulting in the students becoming alienated from the social system of the school.

R. O. Carlson's (1964) work on "domestic" and "wild" organizations and their relationship to their environment has focused a number of pupil control ideology studies on the organizational climate of schools.

Applebury and Hoy (1969) examined the relationship between PCI and the organizational climate of the school. They found that schools with open climates were significantly more humanistic than schools with closed climates. Applebury and Hoy (1969:75) cautioned that humanism and custodialism are "ideal types" or "analytical abstractions" which may never be fully realized in experience, but nevertheless, they felt that PCI may be an important correlate to the climate of the school.

Kozakewich (1973) studied the relationship between PCI and the pupil control structures of Alberta schools. Pupil control structure refers to the policies and practices a school utilizes to maintain pupil control (Kozakewich, 1973:34). Kozakewich failed to find a significant relationship between PCI and pupil control structure. Also examined were five teacher characteristics as predictors of PCI: number of years in present position, number of years of teaching experience, sex, age, and number of years of teacher preparation. The five predictors considered separately did not correlate significantly with PCI; however, a stepwise regression was carried out with PCI as the criterion variable and the five predictors achieved significance but accounted for only 4.11% of the variance (Kozakewich, 1973:64).

Waldman (1971) investigated the organizational climate of secondary schools in New Jersey in relation to PCI and found that the more open the organizational climate of the school, the more humanistic was the PCI of the school and the teachers.

A number of studies have examined the effect of teaching experience, teacher personality and demographic characteristics of teachers on pupil control ideology. Drozda (1972) found that the

difficulty of the teaching situation and the PCI of the teacher reference group was of most value in explaining change in the PCI of novice, close-minded teachers. Drozda's finding supports the view that geographic isolation of a school as a contributor to the difficulty of the teaching position may influence PCI for novice, close-minded teachers.

Leppert (1971) hypothesized that eight personality variables were related to PCI. Pearson r was used to determine whether a relationship existed, and multiple regression was used to determine the best predictors of PCI. Leppert found four personality variables: applied interests, contraint, orderliness, and egoism positively correlated to PCI, and a fifth personality variable, closeness, negatively correlated to PCI. Although the correlations were significant, Leppert suggests the relationships were weak. Leppert found that more experienced teachers were more custodial than less experienced teachers. The "best" predictors of PCI in Leppert's study were, orderliness, egoism, intellectual interests, class size, sex, education and teaching experience.

The relationship between teaching experience and custodial PCI cited in Leppert's study is upheld by MacMillian (1973), by Williams (1972), by Willower, Eidell and Hoy (1967), and by Yuskiewicz (1971). Overwhelming evidence suggests that teaching experience is related to custodial PCI. Generally the conclusion can be drawn that teacher socialization is related to custodial pupil control ideologies (Willower, Eidell and Hoy, 1967:37).

Helsel (1971:25) made the proposition that an individual's PCI is "inextricably bound up in his fundamental value orientations." Helsel (1971:26) maintained that conflict in the values of students and teachers will likely cause conflict with respect to pupil control ideology in the school. Gue (1967:196) found that differences in the value orientations of native students and white teachers and administrators in a Northern Alberta community did exist. Although Gue's findings are not necessarily generalizable to Northland School Division schools, his findings do lend theoretical support to the proposition that native students and white teachers may experience conflicts relating to teachers' pupil control ideologies, and this conflict may contribute to alienation of the students.

Bean (1972) lends support to the proposition that custodial PCI may contribute to student alienation. Bean hypothesized that pupils' classroom perceptions of higher cognitive levels, divergent thinking, student discussion, student enthusiasm, student independence and humor (all of which are antithetical to student alienation) are negatively correlated with custodial PCI of their teachers. Bean's hypothesis was upheld for male teachers but failed to reach significance for female teachers.

Supporting Bean's findings, Rexford (1970) discovered that custodial teachers more directly influenced students' classroom behavior than did humanistic teachers, thus restricting the ability of the student to achieve individual needs.

Zelei (1971) found that custodial PCI was associated with a low sense of teacher power, and humanistic PCI was associated with a high sense of teacher power. The results imply that teachers

utilize pupil control as an adoptive mechanism to control pupils and to maintain and enhance the status of the teachers in the school organization. If teachers feel effective and powerful, they will feel more confident with pupils and therefore be less custodial in pupil control ideology.

Summary of PCI Studies

The studies summarized above contribute to the development of a composite picture of a custodial pupil control ideology. Custodialism tends to be found in schools with closed climates and with teachers who are closed-minded, who have a low sense of power and confidence, and who exhibit more direct influence in the classroom.

Alienation Studies

Seeman's (1959) five dimensions of alienation (Supra, p.4-5) allow the researcher to empirically examine alienation rather than conceptually speculate about a traditionally elusive concept. Some further comments, based on Seeman's (1959) article, are made here to clarify a complex concept.

Powerlessness refers to an individual's lack of control over the outcomes he seeks, over the events which surround and impinge upon him from his social environment. Meaninglessness exists for the individual when his decision-making needs are not met. Meaninglessness emphasizes understanding the social environment. Normlessness is derived from Durkheim's "anomie", a concept that describes alienation which occurs when social norms which usually guide behavior break down. Isolation refers to a form of rejection of society and culture, a type of rebellion when the norms of a given culture are totally rejected

by the individual. A self-estranged person does not value an activity for itself or for his own self-actualization, but rather for the effect of the activity on others. The individual is externally motivated and cannot engage in self-rewarding activities.

Neal and Rettig (1967) in a study of the multi-dimensionality of alienation support Seeman's contention that the five dimensions of alienation are logically independent, yet can be profitably applied in conjunction with one another in the study of alienation. Neal and Rettig (1967:60) stated, ". . . support is obtained for the conceptualization of alienation as a single domain as well as a multi-dimensionality domain." They suggest that the results of their factor analysis should be viewed as complementary, not contradictory, and conclude that, "they illustrate that different operational measures do, in some degree, relate to the general theme of alienation while contributing, at the same time, different portions of the variance" (Neal and Rettig, 1967:60). Studies reported by Kolesar (1967) and Hoy and Rafalides (1971) also support the multi-dimensionality of alienation.

Studies by Seeman and Dean (Supra, p.1-2) have indicated that alienation is not a personality trait or a global variable, but a situation-relevant or situation-specific variable. Lending support to a situation-specific conceptualization of alienation, Clark (1959:850) stated:

> A more rewarding approach to the problem of measuring alienation might be the single unit approach, selecting for study only those whom we can establish to be involved in a single well-defined unit, for instance, a social system.

Situation specific correlates of classroom alienation were studied by Epperson (1963). The powerlessness and isolation dimensions of alienation were considered under the proposition that social conditions of exclusion by teachers and peers may contribute to powerlessness and isolation of pupils. Epperson (1963:362-368) sampled 753 students in grades three through twelve in southeast Michigan and found that teacher exclusion of pupils was significantly related at the .001 level to pupils' feelings of isolation. Peer exclusion was not related to isolation but was associated with feelings of powerlessness centering around situation specific classroom tasks, interpersonal relationships, and a general feeling of powerlessness in the classroom. Epperson's study is significant, because it demonstrates the efficacy of teacher-pupil and pupil-pupil interpersonal relations in the classroom as situation-specific factors affecting student alienation.

Kolesar (1967) examined the relationship between student alienation and the bureaucratic organization of the high school. Kolesar suggested that the structure of a school organization carries implications for attitudes and behavior of pupil-clients. Rigidity in behavior of participants resulting from strict adherence to rules complicates the achievement of client satisfaction. The purpose of Kolesar's study was to examine the degree of pupil-client alienation in organizations varying in degree and type of bureaucracy. Four types of bureaucracy were identified: "mock", "monocratic", "collegial", and "punishment centered" (Kolesar, 1967:36). Kolesar found that significant differences in student alienation did exist

between types of bureaucracy on powerlessness, meaninglessness and total alienation. Furthermore, he found that powerlessness was significantly higher in schools identified as punishment centered, and powerlessness, normlessness and total alienation was significantly higher in schools in which the authority dimension of bureaucratic structure was emphasized (Kolesar, 1967:149-152).

Kolesar's study failed to find significant differences on the other dimensions of alienation because either the differences simply did not exist, or the instrument used to measure alienation was too broad (Kolesar, 1967:157). The major significance of Kolesar's findings for the present study is the relationship between punishment-centered school organizations and schools which emphasized the authority dimension of bureaucratic structure and the powerlessness dimension of alienation. Kolesar's study supported the proposition that extreme custodialism, which is associated with a punishment centered approach to pupil control, may be related to student alienation.

PCI and Alienation Studies

Two studies have examined directly the relationship between PCI and student alienation. Hedberg (1973), using Besag's Tutor Tutee (TT) Form to measure alienation and Form PCI to measure pupil control ideology, found no significant relationship between PCI and student alienation for a sample of predominately white, seventh, eighth, and ninth grade students of moderate to moderate-high socio-economic status.

A study reported by Hoy and Rafalides (1971) of PCI measured by Form PCI and student alienation measured by Kolesar's Pupil Attitude Questionnaire (PAQ) found PCI significantly related to

normlessness, powerlessness and isolation dimensions of alienation at the .05 level of significance or better (Hoy and Rafalides, 1971:106). On the basis of their findings, Hoy and Rafalides (1971: 109) concluded:

> One thing seems rather clear, a high school imbued with a custodial pupil control orientation generally does not provide an atmosphere conducive to positive commitment on the part of students to their teachers and school; in fact, it seems to make such identification more difficult.

Further research is needed to clarify the mixed findings of studies of PCI and student alienation.

Summary of Alienation Studies

Studies of alienation suggest an individual can experience five different types of alienation, the causes of which are situation specific. Student alienation is related to teacher-pupil and pupil-pupil interpersonal relationships. Punishment-centered and authority-centered school organizations have been shown to be related to at least one type of alienation. Different findings in the relationship between PCI and student alienation may be due more to differences in populations studied than to the theoretical relationship between PCI and student alienation. With this in mind studies of native education are reviewed in the following section in order to clarify the important cultural parameters of the present study.

Native Education Studies

Cardinal (1969:75) refers to a cultural conflict of norms which generates misunderstanding between Indians and whites. For example, whites seem aggressive to Indians and Indians seem passive

to whites, but this perceived difference is rooted more in misunderstood cultural differences than in reality. Reference to cultural conflict of social norms within the classroom is a recurrent theme in the literature of native education. The cultural conflict of norms in the classroom is magnified by the fact that the school environment often values norms which are in conflict with native societal norms. Gooderham (1967) argues that the school and home environments must be made more psychologically contiguous for the native child. Gooderham (1967:14) charges schools with the responsibility of providing, ". . . the humanizing influence . . ." for the Indian students. Gourdeau (1969:369) also maintains that the school and family often become two different worlds for the native child. Gourdeau (1969:370-371) suggests that the teaching language in the early grades should be in the mother tongue and training of native teachers should be a priority program, with the goal of lessening the gap between school and the family.

Hobart (1968:43-46) also agrees that the school environment is a radical change for the native child, with no interrelationship between school and community life. Hobart cites six ways in which the school may differ from the community: physical setting, language, norms, social organization, skills, and personnel of the school. As a consequence of the discontiguous relationship between the school and home environments, and the resulting cultural conflict of social norms within the classroom, considerable miscommunication occurs in the classroom. Lane (1967:36-38) advises that teachers may misinterpret silence on the part of the native child as signifying assent when in reality it signifies dissent, and deliberation before speech is

often assumed by the teacher to signify "slowness" on the part of the Indian pupil. Commenting on general considerations of education in Northern Alberta, Adams (1971:3,9) describes the Indian child's health as "frequently" poor. In the remote schools, the child's parents may never have attended school. In the home children lack access to television, magazines and books. Consequently the children come to school lacking the experiences which the teacher often assumes they have had. Couture (1972:28-29) believes that child rearing practices of Indians are a basis of conflict with white culture, because competition is not intense in the Indian child's life and there is no strict authority relationship with parents. Such misconceptions and misunderstandings provide the basis for a self-fulfilling prophecy, which if adopted by a teacher, condemns the child to low achievement.

Hawthorn's (1967:116) survey of Indians stated that, "One of the outstanding themes of Indian youth is the sense of alienation they feel with regard to their own culture and also to non-Indian culture." Hawthorn briefly discusses powerlessness, isolation, normlessness and self-estrangement on a broad level. With respect to powerlessness he stated, "An Indian's expectation that he can control the events of his life is low and based on persuasive experiences" (Hawthorn, 1967:116). Hawthorn (1967:116) and Gue (1967:167) both assert that the Indian society and culture are changing rapidly. Commenting on this rapid change and isolation Hawthorn (1967:116) stated, "Youth internalize some of the goals of the non-Indian society while lacking the means of attaining them. High values are assigned to unattainable goals and low values are

assigned to attainable goals within Indian culture." Personal anomie or normlessness and self-estrangement were seen by Hawthorn as an outgrowth of isolation from the Indian culture. Hawthorn's treatment of alienation is general but useful in suggesting theoretical frameworks for more rigorous study of alienation.

Couture (1972) studied Cree and Blood Indian students in Alberta in an effort to determine whether alienation appears to be central in explaining personality disturbances. Couture hypothesized that with an increase in grade level the pattern of personality variables moves into an alienation set within the Indian groups which is different from that which appears for the white group in his study. Couture proposed that alienation was a result of cultural contact, not cultural alienation or exclusion from white culture (1972:170). Couture (1972:162-163) concluded that the pattern of personality variables for the Blood and Cree, and surprisingly for the white students sampled, was a pattern of alienation defined as lack of self-sentiment, inadequacy of ego, interpersonal distance and limited ability in social relationships. The interpretation was made that the Indian profile was different and somewhat more acute than whites and that Indians are more emotionally dysfunctional than whites (Couture, 1972:168).

Walter (1971) conducted a study of value orientations and alienation of Indian and non-Indian students in Northern Alberta schools. Walter (1971:113,119) found that Indian and non-Indian groups differed significantly on the normlessness and isolation dimensions of alienation, with Indian students exhibiting less

normlessness, but greater isolation, than non-Indian students. No significant difference was found on the powerlessness, self-estrangement and meaninglessness dimensions, but Indians tended to be more alienated than non-Indians on each of these dimensions of alienation (Walter, 1971:146). Walter used a shortened form of Kolesar's Pupil Attitude Questionnaire to measure student alienation (Walter, 1971:42).

Summary of the Native Education Studies

The discontinuity of home and school and the consequential conflict of norms in the classroom resulting in misunderstanding and miscommunication is a central theme in the literature of native education. Alienation patterns of Indians have been shown to be consistently deeper for Indians as opposed to non-Indians, but the discrepancy is one of degree rather than kind.

SUMMARY OF CHAPTER 2

This chapter presented a review of the literature and research studies dealing with pupil control ideology, alienation and native education. Summaries of the pertinent findings in each area were presented following each section.

Chapter 3

DESIGN OF THE STUDY

In Chapter 3 the study design employed in assessing the relationship between PCI and student alienation is discussed. The hypotheses to be tested are generated in directional null and alternative form. The data gathering and analysis techniques utilized are discussed and the instrumentation and method of collecting data are presented.

Correlational-Descriptive Design

Descriptive research locates significant variables in the field; once the variables are identified they may be studied under more rigorous conditions. Descriptive studies portray the facts, identify and describe what exists, but do not demonstrate causality in the relationships (VanDalen, 1966:203). The present study is a descriptive study. No attempt was made to establish a causal relationship between PCI and student alienation, between geographical isolation of a school and the teacher's PCI, between geographical isolation of schools and student alienation, or between predictor variables of PCI and PCI. The purpose of the study was to determine whether any relationship between the variables exists for the population under consideration. To facilitate the above design a correlational

analysis was employed whose purpose was to ascertain the extent to which the variables are related.

A weakness of correlational studies is that a relationship between two variables may be due to chance or some extraneous factor. Correlations suggest, but do not prove conclusively that two factors are related. Correlation merely quantifies, it does not imply that a cause-effect relationship necessarily exists (VanDalen, 1966: 227-228).

Statement of Hypotheses

The null form of a hypothesis, which states that no relationship between the variables exists, is the most suitable to application of statistical tests (VanDalen, 1966:166). For this reason the hypotheses to be tested were stated in null form. In addition to each null hypothesis an alternative hypothesis was formulated which stated the expected relationship between the variables. The null and alternative hypotheses were stated in directional form. Directional hypotheses are stated when the researcher desires to make a decision about the direction of the difference between the variables. With respect to directional null hypotheses Ferguson (1971:150) stated,

> Conventionally the term null hypothesis has been restricted to an hypothesis of no difference. It is not inappropriate, as pointed out by Kaiser (1960), to extend the meaning of the null hypothesis to include hypothesis of equal to or less than and equal to or greater than.

Directional hypotheses were stated because any difference between the variables under consideration were expected by the researcher to be in a specified direction. Ferguson (1971:151) further stated:

> . . . it has been argued that there are few, if any, instances where direction is not of interest. At any rate it is the opinion of this writer that directional tests should be used more frequently.

If the null hypothesis is rejected on the basis of the statistical data then the alternative hypothesis is accepted.

The following hypotheses were tested.

Hypotheses Concerning the Relationship Between Pupil Control Ideology and Student Alienation

H_0:1.1 PCI has either no relationship or a negative relationship to total student alienation.
H_1:1.1 PCI is positively related to total student alienation.

H_0:1.2 PCI has either no relationship or a negative relationship to normlessness.
H_1:1.2 PCI is positively related to normlessness.

H_0:1.3 PCI has either no relationship or a negative relationship to meaninglessness.
H_1:1.3 PCI is positively related to meaninglessness.

H_0:1.4 PCI has either no relationship or a negative relationship to self-estrangement.
H_1:1.4 PCI is positively related to self-estrangement.

H_0:1.5 PCI has either no relationship or a negative relationship to powerlessness.
H_1:1.5 PCI is positively related to powerlessness.

Hypotheses Concerning the Relationship Between Geographic Isolation and Pupil Control Ideology

H_0:2.1 Teachers in geographically isolated schools exhibit a PCI equal to or less than teachers in non-isolated schools.
H_1:2.1 Teachers in geographically isolated schools exhibit a PCI greater than teachers in non-isolated schools.

Hypotheses Concerning the Relationship Between Geographic Isolation and Student Alienation

H_0:3.1 Students in geographically isolated schools exhibit total alienation equal to or less than students in non-isolated schools.

H_1:3.1 Students in geographically isolated schools exhibit greater total alienation than students in non-isolated schools.

H_0:3.2 Students in geographically isolated schools exhibit normlessness equal to or less than students in non-isolated schools.

H_1:3.2 Students in geographically isolated schools exhibit greater normlessness than students in non-isolated schools.

H_0:3.3 Students in geographically isolated schools exhibit meaninglessness equal to or less than students in non-isolated schools.

H_1:3.3 Students in geographically isolated schools exhibit greater meaninglessness than students in non-isolated schools.

H_0:3.4 Students in geographically isolated schools exhibit self-estrangement equal to or less than students in non-isolated schools.

H_1:3.4 Students in geographically isolated schools exhibit greater self-estrangement than students in non-isolated schools.

H_0:3.5 Students in geographically isolated schools exhibit powerlessness equal to or less than students in non-isolated schools.

H_1:3.5 Students in geographically isolated schools exhibit greater powerlessness than students in non-isolated schools.

Stepwise Regression Analysis

The teacher demographic characteristics, months of training, months of experience, months in present position, marital status, sex, and number of teachers on staff in the school were examined as predictors of PCI. No hypothesis was generated for the efficacy of these variables as predictors of pupil control ideology.

Data Gathering and Analysis

Population and Sample. The population of the study included teachers in Northland School Division and the students in grades six through ten.

The sample consisted of thirteen of the twenty-seven schools in Northland School Division with students in grade six or above. The

sample was not randomly selected, due to the constraints of time and transportation costs involved if certain schools had been selected which lacked road access and for which air transport could not be arranged. Anonymity of schools was assured to participants in the study; therefore, individual schools were not identified. The sample size was seventy-seven teachers and 372 students.

Statistical Framework

Parametric inferential statistics were utilized. Pearson r and t-test of means for independent samples were employed to test the hypotheses of the relationship between PCI and student alienation. t-test of means for independent samples also were used to test hypotheses on the relationship between geographical isolation and PCI, and geographical isolation and student alienation. Stepwise multiple regression was utilized to analyze the relationship between six teacher demographic characteristics and PCI. The analysis of the Pupil Attitude Questionnaire employed Pearson r and principal components factor analysis.

Data Gathering

The researcher personally visited schools sampled and administered questionnaires to students and staff during the first two weeks and the last week of March, 1974. Direct contact between the researcher and respondents assured increased returns and permitted the researcher to clarify points, answer questions, and verbally motivate respondents to answer questions carefully. Following administration of the questionnaires, the researcher explained the purpose of the study to any interested students or staff members.

Questionnaire results, based on Likert scaling, were considered interval data. Results were hand coded by the researcher and key punched on data cards by the Division of Educational Research Services of the University of Alberta. All statistics were computed on an IBM 360/67 computer.

INSTRUMENTATION

Questionnaire Development

Form PCI, developed by Willower, Eidell, and Hoy (1967) was used to measure teacher pupil control ideology on a continuum from "humanistic" to "custodial". The wording of the twenty questionnaire items and the scaling of the form was unaltered; therefore, no tests of reliability or validity were preformed. Rather, reliability coefficients supplied by the authors of the instrument were assumed to hold for this study as well. Reliability of the instrument was established by the split-half method using a sample size N=170. The Spearman-Brown reliability coefficient obtained equalled .91 and the Pearson r equalled .95 (Willower, Eidell, and Hoy, 1967:12). Construct validity of the instrument was demonstrated by asking principals to identify teachers whom they felt were custodial or humanistic. The principals' opinions were matched with the teachers' PCI scores and a t-test of difference between means was computed. The obtained t-value was 2.639, significant at the .01 level (Willower, Eidell and Hoy, 1967:13). The authors of the instrument conclude, "By the standards usually applied, the instrument appeared to us to be relatively reliable and valid" (1967:14). The range of scores for Form PCI is from 20-100. The higher the score, the more custodial the PCI.

Permission to use Form PCI was obtained from the authors. A copy of Form PCI used in this study appears in Appendix A.

Student alienation was measured by an adapted form of Kolesar's (1967) Pupil Attitude Questionnaire (PAQ). Form PAQ was designed to measure the attitudes of high school students toward their school and is based on Seeman's five dimensions of alienation.

Kolesar's PAQ was adapted for the present study to take account of the cultural differences and younger age of the native students sampled. Five principals in Northland School Division assisted the researcher in rewording the 60 item PAQ. The principals suggested that the reworded PAQ be shortened from 60 to between 30-40 items. The reworded 60 item instrument was pilot tested in one Northland school not included in the study sample and in two schools in Lac La Biche School Division in northeast Alberta. The pilot test sample size was N=50. The results of the pilot test were factor analyzed using a principal components factor analysis. The varimax orthogonal rotation was applied to the unrotated solution on 5 factors. Each factor theoretically represented a dimension of alienation. No clear patterning of items developed at this stage of the factor analysis. A large number of eigenvalues greater than one appeared which indicated that a number of specific factors were being measured by the reworded instrument. The researcher, therefore, selected 38 items from the 60 which loaded at .4 or better on at least one factor and which exhibited a high communality in an effort to reduce the number of specific factors being measured. The 38 items were then used as the revised Pupil Attitude Questionnaire and was titled PAQ II.

Form PAQ II was administered to 377 Northland School Division students who made up the study sample. If a return had greater than three blank responses then it was not used in the subsequent analyses; however, all but five returns were useable. The results of the PAQ II were again factor analysed using a principal components factor anlaysis. A varimax orthogonal rotation was applied on 5, 4 and 3 factors. The dimensions of alienation loaded most clearly on a four factor solution, which was chosen by the researcher as the solution best defining the dimensions of alienation. The four factors were labelled, normlessness, meaninglessness, self-estrangement and powerlessness. Isolation, defined as assigning low reward value to goals or beliefs valued by society, failed to load clearly on a single factor perhaps because of the cultural transition being experienced by many native youth today or because the isolation questionnaire items simply failed to measure isolation consistently.

An orthogonal factor match program was then run to compare the obtained 4 factor matrix (A) to a hypothetical matrix (B) which represented the "best" 4 factor matrix obtainable, that is, a matrix which described each dimension of alienation as loading on the one correct factor only. For example, normlessness questionnaire items must load consistently on the factor labelled "normlessness". A transformation matrix was obtained and the obtained 4 factor matrix (A) was rotated to transform it as close as possible to the hypothetical matrix (B). The rotated matrix (A) was then examined by the researcher to determine which items loaded significantly on the correct factor. Those items which loaded on the proper factor at a level greater than or equal to .30 were selected as a measure

of a specific dimension of alienation. Twenty-two of the thrity-eight items met this criterion. Eight items measured normlessness, four measured meaninglessness, 4 measured self-estrangement, and six measured powerlessness. The thirty-eight items taken together yielded a measure of total alienation.

Validity and Reliability

Construct validity of the PAQ II was demonstrated by comparing the PAQ II results of two sub-sets of teacher-selected students in the sample. Teachers were asked by the researcher to identify three students in their class who they felt were the most alienated from the school and three who they felt were the least alienated from the school. This procedure was accomplished without the students' knowledge. The PAQ II forms of these students were then compared to determine if the questionnaire scores did concur with the teacher's judgment about the most and least alienated students. A t-test for independent samples was computed. The results summarized in Table 3.1 indicate a significant difference in the expected direction at the .00002 level of probability for a two-tail test of significance.

Reliability is demonstrated by a measure of internal consistency. Each item of the PAQ II was correlated with the total score for sample size N=372. Thirty-one of the items were significantly correlated at the .001 level or better and 3 at the .05 level or better. Only 4 of the items were not significantly correlated at the .05 level.

Table 3.1

t-Test Difference Between Means Total Alienation Scores of Students Identified as Least and Most Alienated

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
54	53	96.04	108.04	200.49	174.23	14.16	13.20	105	-4.533	0.00002
Welsh t-prime adjustment for unequal variances								Adjusted D.F.	t-Prime	Probability
								104.72	-4.536	0.00002

* Students Identified as Least Alienated

† Students Identified as Most Alienated

‡ Probability Two-Tail Test of Significance

Scaling

The method of summated rating (Likert) scale was utilized with both Form PCI and Form PAQ II. The response categories were, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Scoring

The range of PAQ II was 38-190. The higher the score, the greater the student's alienation. For an example of Form PAQ II see Appendix B.

SUMMARY OF CHAPTER 3

This chapter presented the general design of the study and the specific directional hypotheses to be tested in null and alternative forms. The data gathering and analysis techniques were discussed. The study population was defined as well as the sampling procedure employed. Finally, the instrumentation was presented, reliability and validity information was given and the adaptation of the Pupil Attitude Questionnaire was discussed in detail.

Chapter 4

ANALYSIS OF THE DATA AND HYPOTHESIS TESTING

This chapter presents the data and statistical analyses which test the null hypotheses generated in the study. If the null hypothesis is rejected, then the alternative hypothesis is necessarily accepted.

PCI and Student Alienation

Hypothesis 1.1 - 1.5. The hypotheses of PCI and student alienation were examined using Pearson r and were further examined with t-tests of significant difference between means for independent samples. The correlation equation was calculated using the schools as the group members and PCI and student alienation school averages as the measurements being correlated, the X and Y variables respectively. Therefore, the N for the correlation equation was 13. This N does not reflect the number of measurements that constitute the X and Y variables, for the correlation equation which was 33 teachers who had classroom contact with 372 students. Consequently t-tests were also employed in order to more accurately reflect the true sample size in determining significance levels. In order to calculate t-tests, students who had exclusive classroom contact with one teacher only were indentified. Students who had classroom contact with two or more teachers were excluded from the t-test analysis because of the

conflicting influence of a student taught by both a custodial and a humanistic teacher. Two hundred and twenty-seven students who had exclusive classroom contact with one teacher were divided into two groups, those whose teacher's PCI score was greater than the mean (N=85) and those whose teacher's PCI score was less than the mean (N=142). Teachers with PCI scores greater than the mean were considered "custodial" (N=8) and those whose PCI score was less than the mean were considered "humanistic" (N=10). In all cases where t-tests were employed, Welsh's t-prime adjustment for unequal variances were reported, even in cases where the difference in variances was negligible.

The null hypothesis H_0:1.1 stated, PCI has either no relationship or a negative relationship to total student alienation. The alternative hypothesis H_1:1.1 stated, PCI is positively related to total student alienation. The Pearson r coefficient between PCI and student alienation was -.084, not significant at the .05 level of significance. The t-test between means of independent samples revealed no significant difference between students taught by humanistic teachers and students taught by custodial teachers on total alienation. Therefore, H_0:1.1 was accepted, PCI has no relationship to total student alienation.

Table 4.1

Pearson r Coefficient Between PCI and Total Student Alienation

N Schools	N Teachers	N Students	Pearson r	Probability
13	33	372	-.084	0.784

Table 4.2

t-Test Difference Between Means Total Alienation of Students Taught by Humanistic or Custodial Teachers

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
142	85	98.18	99.74	177.37	227.27	13.32	15.08	225	-0.815	0.207
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							160.01		-0.790	0.215

* Group 1 Students Taught by Humanistic Teachers

† Group 2 Students taught by Custodial Teachers

‡ Probability One-Tail Test of Significance

Hypothesis H_0:1.2 stated that PCI has either no relationship or a negative relationship to normlessness. The alternative hypothesis, H_1:1.2 stated, PCI is postively related to normlessness. The Pearson r coefficient between PCI and normlessness was -0.469 which for a sample size N=13 was not significant at the .05 level. The mean for the normlessness dimension of student alienation for students taught by humanistic teachers was 21.23, for students taught by custodial teachers it was 20.01. These findings were in the same direction as the correlation coefficient, but just missed significance at the .05 level with a one-tail probability of .0579. The null hypothesis H_0:1.2, there is no relationship between PCI and normlessness, was accepted.

Table 4.3

Pearson r Coefficient Between PCI and Normlessness

N Schools	N Teachers	N Students	Pearson r	Probability
13	33	372	-0.469	0.106

Table 4.4

t-Test Difference Between Means Normlessness of Students
Taught by Humanistic or Custodial Teachers

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
142	85	21.23	20.01	29.68	35.42	5.45	5.95	225	1.578	0.058
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							164.73		1.543	0.062

* Group 1 Students Taught by Humanistic Teachers

† Group 2 Students Taught by Custodial Teachers

‡ Probability One-Tail Test of Significance

H_0:1.3 stated, PCI has either no relationship or a negative relationship to meaninglessness. H_1:1.3 stated, PCI is positively related to meaninglessness. The Pearson r coefficient between PCI and meaninglessness was 0.327, not significant at the .05 level. The mean for the meaninglessness dimension of student alienation for students taught by humanistic teachers was 7.99; for students taught by custodial teachers it was 8.39. The t-test between students' meaninglessness scores under humanistic teachers and students taught by custodial teachers was not significant at the .05 level. H_0:1.3 was accepted. PCI has no relationship to meaninglessness.

Table 4.5

Pearson r Coefficient Between PCI and Meaninglessness

N Schools	N Teachers	N Students	Pearson r	Probability
13	33	372	.327	0.275

Table 4.6

t-Test Difference Between Means Meaninglessness of Students Taught by Humanistic or Custodial Teachers

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
142	85	7.99	8.39	10.19	9.45	3.19	3.07	225	-0.915	0.180
Welsh t-prime adjustment for unequal variances								Adjusted D.F.	t-Prime	Probability‡
								182.19	-0.924	0.178

* Group 1 Students Taught by Humanistic Teachers

† Group 2 Students Taught by Custodial Teachers

‡ Probability One-Tail Test of Significance

H_0:1.4 stated, PCI has either no relationship or a negative relationship to self-estrangement. H_1:1.4 stated, PCI is positively related to self-estrangement. The Pearson r coefficient between PCI and self-estrangement was 0.789 significant at the .001 level. The mean self-estrangement score of students taught by humanistic teachers was 10.26; for students taught by custodial teachers it was 11.78. The obtained t-value was -3.480, significant at the .001 level. H_0:1.4 was rejected and the alternative hypothesis was accepted, PCI is positively related to self-estrangement.

Table 4.7

Pearson r Coefficient Between PCI and Self-Estrangement

N Schools	N Teachers	N Students	Pearson r	Probability*
13	33	372	0.789	0.0013

*Significant at .01 level

Table 4.8

t-Test Difference Between Means Self-Estrangement of Students Taught by Humanistic or Custodial Teachers

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
142	85	10.26	11.78	9.39	11.27	3.06	3.36	225	-3.480	0.0003
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							164.29		-3.401	0.0004

* Group 1 Students Taught by Humanistic Teachers

† Group 2 Students Taught by Custodial Teachers

‡ Probability One-Tail Test of Significance
Significant at the .001 level

H_0:1.5 stated, PCI has either no relationship or a negative relationship to powerlessness. H_1:1.5 stated, PCI is positively related to powerlessness. The Pearson r coefficient between PCI and powerlessness was 0.296, not significant at the .05 level. The mean powerlessness score for students taught by humanistic teachers was 16.88; for students taught by custodial teachers it was 18.28. The obtained t-value was -2.807 which was significant at the .01 level. H_0:1.5 was rejected and the alternative hypothesis H_1:1.5 was accepted on the basis of the t-test, PCI is positively related to powerlessness.

Table 4.9

Pearson r Coefficient Between PCI and Powerlessness

N Schools	N Teachers	N Students	Pearson r	Probability
13	33	372	0.296	0.326

Table 4.10

t-Test Difference Between Means Powerlessness of Students Taught by Humanistic or Custodial Teachers

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
142	85	16.88	18.28	11.79	15.73	3.43	3.97	225	-2.807	0.0027
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							157.43		-2.708	0.0037

* Group 1 Students Taught by Humanistic Teachers

† Group 2 Students Taught by Custodial Teachers

‡ Probability One-Tail Test of Significance
Significant at the .01 level

Summary of Hypotheses 1.1 - 1.5. Of the five hypotheses between PCI and student alienation, three null hypotheses were accepted and two rejected. No relationship was found between PCI and the normlessness and meaninglessness dimensions of alienation nor between the measure of total student alienation. The self-estrangement and powerlessness dimensions of student alienation were found to be significantly related to custodial pupil control ideology.

Geographical Isolation, PCI and Student Alienation

The hypotheses between geographical isolation of schools and PCI, and between geographical isolation and student alienation were tested using t-tests between means of independent samples.

Hypothesis 2.1. The null hypothesis H_0:2.1 stated, teachers in geographically isolated schools exhibit a pupil control ideology equal to or less than teachers in non-isolated schools. The alternative hypothesis H_1:2.1 stated, teachers in geographically isolated schools exhibit a pupil control ideology greater than teachers in non-isolated schools. The mean PCI score of teachers in non-isolated schools was 49.84 and of teachers in isolated schools was 53.10. The obtained t-value was -1.682 which was significant with a one-tail test at the .05 level. The variance between the two groups was relatively high, 80.64 and 64.66 for the non-isolated and isolated teachers respectively. Therefore, Welsh t-prime adjustment of t-tests for unequal variances warrants attention. The adjusted t-value was -1.674 also significant at the .05 level. The null

Table 4.11

t-Test Difference Between Means Pupil Control Ideology of Teachers in Geographically Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
37	40	49.84	53.10	80.64	64.44	8.98	8.04	75	-1.682	0.048
Welsh t-prime adjustment for unequal variances								Adjusted D.F.	t-Prime	Probability‡
								72.23	-1.674	0.049

* Group 1 Teachers in Non-Isolated Schools

† Group 2 Teachers in Isolated Schools

‡ Probability One-Tail Test of Significance
Significant at the .05 level

hypothesis H_0:2.1 was rejected and the alternative hypothesis H_1:2.1, teachers in geographically isolated schools exhibit a more custodial pupil control ideology than teachers in non-isolated schools, was accepted.

Hypotheses 3.1 - 3.5. The null hypothesis H_0:3.1 stated, students in geographically isolated schools exhibit total alienation equal to or less than students in non-isolated schools. The alternative hypothesis H_1:3.1 stated, students in geographically isolated schools exhibit greater total alienation than students in non-isolated schools. The total alienation mean of the non-isolated students was 102.07 and 99.08 for the isolated students. The obtained t-value was 2.107 which was significant at better than the .05 level. The Welsh adjustment did not alter this finding. The null hypothesis, students in geographically isolated schools, exhibit less total alienation than students in non-isolated schools was accepted.

Hypothesis H_0:3.2 stated, students in geographically isolated schools exhibit normlessness equal to or less than students in non-isolated schools. H_1:3.2 stated, students in geographically isolated schools exhibit greater normlessness than students in non-isolated schools. The normlessness mean for students in non-isolated schools was 22.15 and for students in isolated schools it was 20.82. The obtained t-value was 2.241 with an associated probability of .0128. Welsh's t-prime adjustment yielded a t-value of 2.245 and a one-tail probability of .0127. Students in non-isolated schools were significantly more alienated on the normlessness dimension of

Table 4.12

t-Test Difference Between Means Total Alienation of Students in Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
176	196	102.07	99.08	186.82	187.36	13.67	13.69	370	2.107	0.018
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							365.85		2.107	0.018

* Group 1 Students in Non-Isolated Schools

† Group 2 Students in Isolated Schools

‡ Probability One-Tail Test of Significance
Significant at better than the .05 Level

Table 4.13

t-Test Difference Between Means Normlessness of Students in Geographically Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
176	196	22.15	20.82	31.64	33.71	5.62	5.81	370	2.241	0.013
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							367.86		2.245	0.013

* Group 1 Students in Non-Isolated Schools

† Group 2 Students in Isolated Schools

‡ Probability One-Tail Test of Significance
Significant at better than the .05 level

alienation, hence H_0:3.2 was accepted, students in geographically isolated schools exhibit normlessness less than students in non-isolated schools.

The null hypothesis H_0:3.3 stated, students in isolated schools exhibit meaninglessness equal to or less than students in non-isolated schools. The alternative hypothesis H_1:3.3 stated, students in geographically isolated schools exhibit greater meaninglessness than students in non-isolated schools. The mean meaninglessness score for students in non-isolated schools was 8.10 and for students in isolated schools was 8.32. The obtained t-value was -0.684 which was not significant at the .05 level. The Welsh t-prime adjustment altered the t-value only slightly to -0.682, also not significant at the .05 level. The null hypothesis is therefore accepted, students in isolated schools exhibit meaninglessness equal to students in non-isolated schools.

The null hypothesis H_0:3.4 stated, students in geographically isolated schools exhibit self-estrangement equal to or less than students in non-isolated schools and the alternative hypothesis stated, students in geographically isolated schools exhibit greater self-estrangement than students in non-isolated schools. The mean self-estrangement score of students in non-isolated schools was 10.78. The mean self-estrangement score for students in isolated schools was 11.02. The obtained t-value was -0.715 which was not significant at the .05 level. The Welsh adjusted t-value was -0.718 which also was not significant at the .05 level. The null hypothesis H_0:3.4 was accepted, students in geographically isolated schools exhibit self-estrangement equal to students in non-isolated schools.

Table 4.14

t-Test Difference Between Means Meaninglessness of Students in Geographically Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
176	196	8.10	8.32	10.65	9.44	3.26	3.07	370	-0.684	0.247
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							359.86		-0.682	0.248

* Group 1 Students in Non-Isolated Schools

† Group 2 Students in Isolated Schools

‡ Probability One-Tail Test of Significance

Table 4.15

t-Test Difference Between Means Self-Estrangement of Students in Geographically Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
176	196	10.78	11.02	9.00	10.30	3.00	3.21	370	-0.715	0.238
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							369.39		-0.718	0.237

* Group 1 Students in Non-Isolated Schools

† Group 2 Students in Isolated Schools

‡ Probability One-Tail Test of Significance

The null hypothesis H_0:3.5 stated, students in geographically isolated schools exhibit powerlessness equal to or less than students in non-isolated schools. The alternative hypothesis H_1:3.5 stated, students in geographically isolated schools exhibit powerlessness greater than students in non-isolated schools. The mean powerlessness score of students in non-isolated schools was 18.48. For students in isolated schools the mean powerlessness score was 17.21. The t-value for the difference between these means was 3.304 which was significant at the .001 level. The Welsh adjustment yielded a t-value of 3.318 also significant at the .001 level. The null hypothesis was accepted, students in geographically isolated schools exhibit powerlessness less than students in non-isolated schools.

Stepwise Regression Analysis

The teacher characteristics, months of teacher training, months of teaching experience, months in present position, marital status, sex, and number of teachers on staff in the school were examined as predictors of pupil control ideology of all of the 77 teachers sampled. No hypothesis was generated for the efficacy of these variables as predictors of PCI.

None of the predictor variables achieved significance as a predictor of teacher's PCI. The best predictor was number of teachers on staff within the school, but this accounted for only 2.75% of the variance. All six predictor variables combined accounted for only 6.77% of the variance.

Table 4.16

t-Test Difference Between Means Powerlessness of Students in Geographically Non-Isolated or Isolated Schools

N_1*	N_2†	$\bar{X}_1$	$\bar{X}_2$	Var_1	Var_2	$S.D._1$	$S.D._2$	D.F.	t-Value	Probability‡
176	196	18.48	17.21	12.59	14.85	3.55	3.85	370	3.304	0.0005
Welsh t-prime adjustment for unequal variances							Adjusted D.F.		t-Prime	Probability‡
							369.76		3.318	0.0005

*Group 1 Students in Non-Isolated Schools

†Group 2 Students in Isolated Schools

‡Probability One-Tail Test of Significance
Significant at .001 level

Table 4.17

Stepwise Regression Analysis Criterion Variable is PCI with Six Predictor Variables N=77

Predictor Variable	Pearson r Correlation With PCI	F-Value for Variable Entering	Probability	Percent Variance Accounted for (Additive)
1. Number of teachers on staff within the school	-0.166	2.120	0.150	2.749
2. Teachers' sex	0.144	1.456	0.231	4.626
3. Marital status	0.116	0.437	0.511	5.193
4. Months of teaching experience	-0.035	0.392	0.533	5.707
5. Months in present position	0.092	0.575	0.451	6.465
6. Months of teacher training	-0.010	0.228	0.635	6.768

Summary

This chapter presented statistical analyses relevant to the specific hypotheses generated in the study.

With respect to the hypotheses on the relationship between pupil control ideology and student alienation, it was revealed that PCI was significantly positively correlated to the self-estrangement dimension of student alienation, and the t-test between means revealed that students taught exclusively by custodial teachers exhibited significantly more powerlessness than did students taught by humanistic teachers. No significant relationship was found between PCI and total alienation, nor between PCI and the meaninglessness and normlessness dimensions of student alienation.

Teachers in geographically isolated schools were found to be significantly more custodial in their pupil control ideology than teachers in non-isolated schools. Students in geographically isolated schools, on the other hand, were found to be less alienated on the total alienation measure and on the normlessness and powerlessness dimensions of alienation than students in non-isolated schools. No significant difference was found between students in geographically isolated or non-isolated schools on the meaninglessness and self-estrangement dimensions of alienation.

The teacher characteristics, months of teacher training, months of teaching experience, months in present position, marital status, sex, and number of teachers on staff within the school failed to achieve significance as predictors of pupil control ideology.

Chapter 5

INTERPRETATION OF FINDINGS

This chapter presents an interpretation of the major findings of the study and conjecture as to why certain relationships were revealed. The major findings of the study are also discussed in relation to related findings of other studies. The implications which the study holds for theory and practice are discussed, as well as implications for further research. Finally, the conclusions drawn from the study are presented.

Interpretation and Conjecture

Conjecture regarding causal relationships between certain variables suggested in this chapter is outside the design of the study, but such speculation is useful in suggesting possible relationships and in guiding future research.

PCI and Total Alienation

Pupil control ideology and total student alienation were found to be slightly negatively correlated with a Pearson r coefficient of -.08. However the t-test between means for students taught by custodial or humanistic teachers revealed that students taught by custodial teachers exhibited slightly greater total alienation ($\bar{X}$=99.74) than students taught by humanistic teachers ($\bar{X}$=98.18). Neither finding was statistically significant and the

difference in direction of the relationship was slight. The major question which arises is, "Why was PCI not related to total alienation?" Three possible reasons were posited for this lack of relationship: 1) a relationship between PCI and total student alienation does not empirically exist; 2) the Pupil Attitude Questionnaire II failed to validly measure total student alienation; or 3) total alienation, incorporating all the dimensions of alienation is too complex a phenomenon to be related strongly to a specific variable such as teacher PCI. The dimensions of alienation may be more sensitive to a single situation-specific variable than a composite measure of total alienation, in which case total alienation would best be studied using multiple correlation techniques.

PCI and Normlessness

The negative relationship between PCI and the normlessness dimension of alienation, which is the belief that socially unapproved behavior is necessary to achieve given goals, was large and missed significance at the .05 level by only a small margin. The size of the negative relationship where the Pearson r equalled -.469 necessitates some comment, especially since the negative relationship was not expected. The negative relationship may, in fact, be accurate and custodial PCI may mitigate against feelings of normlessness, but it is also possible that students taught by custodial teachers are less willing to express feelings of normlessness. Custodial PCI has a primary concern for discipline and order in the classroom and a punishment-centered approach to pupil control is adopted; under such conditions a student would be less willing to express normlessness overtly, when, in fact, he may be covertly experiencing normlessness to

the same degree or more so than students taught by humanistic teachers who maintain a trustful view of students. This is speculation, but the possibility of this relationship should be kept in mind.

PCI and Self-Estrangement

The strong positive relationship between PCI and self-estrangement (Pearson r = .79) was expected and supports the proposition that custodial PCI acts as an external motivator for school children. The child rather than engaging in school activites for his own self-satisfaction or from internal motivations takes part in school activities in order to avoid punishment from the custodial teacher. A humanistic PCI on the other hand fosters individualism and internal motivation as the teacher recognizes the unique needs of each child.

PCI and Powerlessness

The finding that students taught by custodial teachers exhibited significantly more powerlessness than students taught by humanistic teachers suggests a direct relationship between custodial PCI and powerlessness. Powerlessness, the students sensed inability to determine the occurence of the outcomes or reinforcements he seeks, would be directly fostered by custodial PCI where the emphasis is on discipline and control of the student. If control of a student interferes with the outcomes or reinforcements sought by the student, then powerlessness results. The more control exerted over a student, the greater is the likelihood of interference with student goals and resultant feelings of student powerlessness.

Geographical Isolation and PCI

The finding that teachers in geographically isolated schools were more custodial in their pupil control ideology than were teachers in non-isolated schools suggests that either custodial teachers are attracted to isolated schools, or teachers in isolated schools develop a custodial orientation. The latter possibility seems more likely. The cultural discrepancy between the white teacher and native students is sharply focused in the classroom. The inaccurate assumptions teachers often hold in reference to the native child's experiences as cited earlier, contribute to misunderstanding and frustration for both teachers and students. In many isolated settlements the teachers are the only white inhabitants of the community. Little social interaction takes place between the teachers and the native residents. The teacher's social life may also contribute to feelings of frustration. In isolated communities there is little contact with the "outside". Teachers not only work together during the day, but socialize together in their leisure time. A feeling of being trapped may develop, especially if travel "out" by road is impossible. In addition, the isolated community is surrounded by what seems to some to be a hostile physical environment of extreme temperatures and vast wilderness. All of these factors contribute to the teachers' sense of frustration. The teacher turns inward, becomes self-centered and fails to see his students as individuals; consequently a custodial PCI more readily develops. The above description of isolation and PCI is based more on observation

in the field and subjective interpretation than on statistical data, and obviously is not accurate for all teachers in isolated schools; however, it does describe a possible relationship, and suggests a need for future research in the area of teacher alienation in northern Alberta.

Student Alienation and Geographical Isolation

Students in non-isolated schools exhibited significantly more total alienation, more normlessness and more powerlessness than did students in isolated schools. These findings suggest that community based factors outside the school also affect student alienation. Students in non-isolated schools and communities experience more intense cross-cultural contact with white society which is a possible explanation of student alienation.

Findings revealed that when the interaction between powerlessness, PCI and geographic isolation were considered, a contradictory relationship appeared. Geographically isolated schools were related to custodial PCI and less student powerlessness, but custodial PCI was found to be related to more student powerlessness. The contradiction lies in the fact that while geographical isolation and custodial PCI are related to each other, they are related in opposite directions to student powerlessness. This contradiction can be explained in one of three ways: 1) the relationship between the 3 factors was due to chance or error; 2) the related factors are not linked causally; or 3) an extraneous variable, possibly community based alienation is affecting the relationship. If non-isolation and concomitantly community based contact with white values directly causes student powerlessness, then a relationship

between PCI and powerlessness may be masked in the isolated schools by the overwhelming weight of student powerlessness in non-isolated schools. The relationship between non-isolation and isolation, PCI and powerlessness could be clarified through a two-way analysis of variance, but such an analysis is not within the design of the present study. However, this is an area for further study.

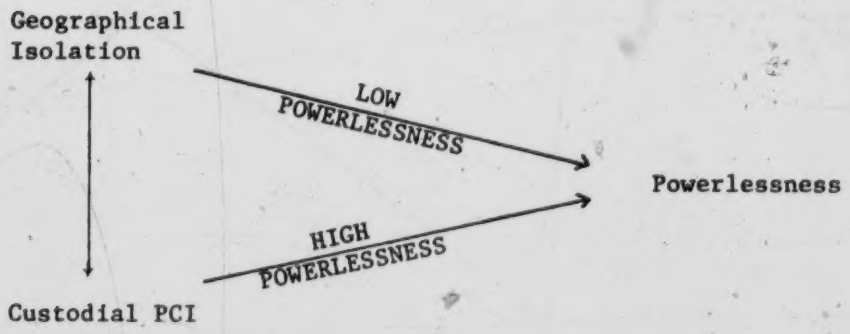

Figure 1

Interrelationship Between Geographical Isolation, PCI, and Powerlessness

Relationship of Findings to Other Studies

A number of studies such as Leppert (1971), MacMillan (1973), Williams (1972), Willower, Eidell, and Hoy (1967), Yuskiewicz (1971) found that teaching experience was related to PCI, suggesting that teacher socialization was a factor affecting the development of custodial PCI. Kozakewich (1973) found no significant relationship between teaching experience and PCI. The present study failed to

find a significant relationship between teaching experience and PCI (Pearson r = -.035) or between months in present position and PCI (Pearson r = .092). Kozakewich (1973:64) investigated the efficacy of five teacher demographic characteristics, years in present position, years teaching experience, age, sex, and years of teacher preparation as predictors of PCI as a criterion variable. Kozakewich found that none of the predictors achieved significance when correlated with PCI singly, but the multiple regression correlation did produce an R significant at the .001 level. The present study used the same teacher demographic characteristics with the exception of age, as well as marital status and number of teachers on staff, in a regression equation to predict PCI, but found that none of the predictors achieved significance. A regression equation which includes teacher personality variables (Supra, P.12) as well as teacher demographic variables appears to be most effective in predicting PCI.

Kolesar (1967) found that school organizations which emphasize the authority dimension were significantly related to powerlessness. The present study found that custodial PCI was significantly related to powerlessness. A possible relationship between authoritarian school bureaucracies and custodial pupil control ideology therefore seems likely.

Hedberg (1973) found no relationship between PCI and student alienation as measured by the Tutor Tutee Form. Hoy and Rafalides measured student alienation with the Pupil Attitude Questionnaire and found PCI significantly related to normlessness, powerlessness and isolation, and not significantly related to meaninglessness and self-estrangement.

The present study used the Pupil Attitude Questionnaire II, which was based on the Pupil Attitude Questionnaire, to measure alienation and found PCI was significantly related to self-estrangement and powerlessness, and not significantly related to meaninglessness and normlessness. Differences in the relationship between PCI and the dimensions of student alienation in the studies cited may be due to differences in populations studied, rather than in the theoretical relationship between PCI and student alienation.

Couture's (1972) assertion that alienation is a result of cultural contact is given some support by the present study's finding that students in geographically non-isolated schools who experience more intense cultural contact with white society are more alienated on the total alienation measure and on the normlessness and powerlessness dimensions of alienation than are students in isolated schools.

Implications for Theory and Practice

Since there appears to be a tendency for white teachers to develop a more custodial PCI as a function of geographical isolation, more interaction between the staffs of northern schools should be provided for, and more inservice education using outside consultants should be considered to help counteract effects of geographic isolation on a school staff. Funds should be provided for allowing geographically isolated teachers to benefit from personnel resources of institutions like The University of Alberta. In addition, much greater commitment must be made by educators in Alberta to the training of native people as teachers. Native teachers would be less likely to

suffer from geographic isolation, and less cultural conflict between the teacher and children would exist. The turnover rate of teaching staff would also likely drop dramatically.

Implications for Further Research

Educational research in northern Alberta has received little attention. Further research is needed to determine if a causal link between PCI and student alienation exists. The nature of community based alienation in relation to school based alienation in northern Alberta requires clarification through further research. Further study is needed to determine the interaction between powerlessness, PCI, and geographical isolation.

The finding that geographical isolation was related to custodial PCI suggests that teacher alienation in northern Alberta may be an important topic for research. Finally, in order to develop a theory of PCI and student alienation, research is needed to determine whether student alienation and PCI are related to both student achievement and student satisfaction.

CONCLUSIONS

One of the conclusions drawn from the study was that custodial pupil control ideology was related to the self-estrangement and powerlessness dimensions of student alienation. Students in isolated schools were found to be less alienated on the total alienation measure and on the normlessness and powerlessness dimensions of alienation than were students in non-isolated schools who are subject

to more intense cross-cultural contact. Teachers in isolated schools have a more custodial pupil control ideology than teachers in non-isolated schools. The teacher demographic characteristics, months of teacher training, months of teaching experience, months in present position, marital status, teachers' sex, and number of teachers on staff within the school, were found to be ineffective as predictors of teachers' pupil control ideology.

On the basis of this study's findings, no judgment can be made regarding the desirability of either the custodial or the humanistic pupil control ideology. The multi-dimensionality of alienation on four dimensions was upheld by the study. Finally, the proposition that the dimensions of alienation are situation-specific phenomena was given some support by the relationship between PCI, a situation-specific phenomenon based on interpersonal relations between pupil-clients and teachers, and the dimensions of self-estrangement and powerlessness.

SUMMARY

This chapter presented an interpretation of findings and speculated on possible relationships between the variables. Findings of other studies were related to findings of the present study. Implications for theory and practice and for further research were considered, and the conclusions drawn from the study were presented.

Chapter 6

SUMMARY OF THE THESIS

This chapter presents a summary of the thesis. The description of the problem is stated and the research methodology employed is reviewed. The findings of the study are presented as well as the conclusions drawn from the study.

Description of the Problem

The problem investigated by the present study was based on the proposition that student alienation is related to situation-specific phenomena in the school. Pupil control ideology of teachers, or the philosophic orientations which teachers hold in reference to pupil behavior, was considered to reflect pupil-teacher interpersonal interactions and to exemplify a situation-specific variable in the school which may be related to student alienation. The purpose of the study was to determine if indeed such a relationship between pupil control ideology and student alienation did exist. The study also examined the relationship between geographical isolation of a school and the teacher's pupil control ideology, and geographical isolation and student alienation. Six teacher demographic variables, months of teaching experience, months of teacher training, months in present position, marital status, sex, and number of teachers on staff in the school, were examined to determine if any were useful

in predicting pupil control ideology of teachers. The population studied was the sixth through tenth grade students and teachers of Northland School Division in Northern Alberta. The sample consisted of 372 students and 77 teachers.

Research Methodology

Student alienation was defined on four dimensions (Seeman, 1959): normlessness, meaninglessness, self-estrangement, and powerlessness as well as a composite measure of the four dimensions labelled "total alienation". Normlessness refers to a student's expectancy that socially unapproved behavior is needed to achieve given goals. Meaninglessness is the student's expectancy that satisfactory predictions about outcomes of behavior can be made. Self-estrangement is the student's degree of dependence of a given behavior upon anticipated external rewards. Powerlessness is the student's expectancy that his behavior cannot determine or control the occurrence of the outcomes or reinforcements he seeks. Student alienation was measured by a variant of Kolesar's (1967) Pupil Attitude Questionnaire (PAQ) which was adapted using factor analytic techniques for use with younger, native children. The revised questionnaire was titled Pupil Attitude Questionnaire II (PAQ II).

Pupil control ideology (PCI) was measured by Form PCI developed by Willower, Eidell, and Hoy (1967). PCI is measured on a continuum with "humanism" and "custodialism" representing the extremes. A custodial teacher emphasizes discipline and control in the class, has a distrustful view of students and tends to stereotype students on the basis of appearance, social status, etc., while the

humanistic teacher has a trustful view of students, believes they are responsible, capable of self-discipline, and sees them as individuals with unique needs.

Directional hypotheses were stated in expressing the relationship between variables studied. Custodial PCI was expected to be related to total student alienation and each dimension of alienation. In addition, geographical isolation was assumed to be related to custodial PCI and to total student alienation as well as each dimension of alienation.

Questionnaires were adminstered in the field by the researcher to all students and teachers sampled. Random sampling was not employed due to the constraints of time and geographical isolation of schools, some of which lacked road access. A total of thirteen schools were visited which were geographically representative of Northland School Division. Anonymity of schools and individuals was assured to the participants in the study.

Data were interval in nature and based on responses to Likert scales on the questionnaire. Data were hand coded by the researcher and key punched by the Division of Educational Research Services of the University of Alberta.

Statistics utilized included Pearson r, t-test between means of independent samples, stepwise regression analysis and principal components varimax factor analysis. All computations were calculated on an IBM 360/67 computer.

Findings

Custodial PCI was found to be related to self-estrangement at

the .001 level of significance for the Pearson r and t-test statistics, and to powerlessness at the .01 level for the t-test statistic. No relationship was found between PCI and total alienation nor between PCI and the normlessness and meaninglessness dimensions of alienation.

Geographical isolation of a school was found to be significantly related to custodial PCI of teachers at the .05 level of significance for t-test between means of independent samples. t-tests between students in geographically isolated and non-isolated schools revealed that geographically non-isolated schools were related to total alienation and normlessness at the .05 level of significance and to powerlessness at the .001 level of significance. No significant relationship was found between location of the school and self-estrangement and meaninglessness. None of the teacher demographic characteristics studied as predictor variables in the stepwise regression achieved significance as a predictor of PCI, the criterion variable.

Conclusions

On the basis of the statistical tests of the hypotheses the following conclusions were drawn for the population under consideration. Custodial pupil control ideology was related to self-estrangement and powerlessness student alienation. Geographical isolation of a school was related to custodial pupil control ideology. Geographical non-isolation of a school was related to total alienation, normlessness and powerlessness.

The conclusion cannot be drawn on the basis of the present study that one type of pupil control ideology is better than another.

Teacher demographic characteristics were not found to be good predictors of pupil control ideology. Personality variables studied in conjunction with demographic variables seem to be most effective in predicting PCI. The factor analysis of the PAQ II responses upheld the multi-dimensionality of alienation in the study. Finally, more research is needed to clarify the relationship and interaction between community based and school based cultural conflict, student alienation and pupil control ideology in schools in Northern Alberta, as well as the effect of student alienation on student achievement and satisfaction.

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APPENDICES

APPENDIX A

FORM PCI

Please complete the following.

1. Years of teacher training _____
2. Years of teaching experience _____
3. Years and months in present position _____
4. Marital status _____
5. Sex _____

FORM PCI

Information

On the following pages a number of statements about teaching are presented. My purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. I am interested only in your frank opinion of them. Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

Instructions: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

APPENDIX B

FORM PAQ II

PUPIL ATTITUDE QUESTIONNAIRE II

Part A, Please fill in the following information about yourself.

1. I am a boy____
   I am a girl____

2. Grade_____

Part B. Please read the following sentences about your school carefully, think about each sentence for a moment and then circle whether you STRONGLY AGREE (SA), AGREE (A), DISAGREE (D), STRONGLY DISAGREE (SD) or are UNDECIDED (U) about the sentence.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. Schools are run by others and pupils can do little about it.	SA	A	U	D	SD
2. What I do in school is controlled by other people.	SA	A	U	D	SD
3. It's no use for me to complain to teachers because they don't listen.	SA	A	U	D	SD
4. Pupils should not have to study much.	SA	A	U	D	SD
5. Sometimes you must make promises to teachers which you don't intend to keep.	SA	A	U	D	SD
6. In order to do well in school pupils must do some things which are not right.	SA	A	U	D	SD
7. Pupils often can talk to teachers about how the school should be run.	SA	A	U	D	SD
8. It is a good idea that pupils learn to be good community members.	SA	A	U	D	SD
9. I think my teacher would have given me the same marks on the last report card no matter how well I really had done.	SA	A	U	D	SD
10. It doesn't matter if what I am doing is right or wrong as long as it works.	SA	A	U	D	SD
11. At school we learn things that will help us in having a good life after we finish school.	SA	A	U	D	SD
12. I worry about what the teachers think about me.	SA	A	U	D	SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
13. Pupils must study their school subjects even when what we learn is dull.	SA	A	U	D	SD
14. It is more important to have fun in school than to help others.	SA	A	U	D	SD
15. I often read and study more in school than my teacher expects me to.	SA	A	U	D	SD
16. Really, a pupil has done wrong only if he gets caught.	SA	A	U	D	SD
17. The teachers are really interested in all pupils in this school.	SA	A	U	D	SD
18. Teachers will not listen to pupil complaints about unfair school rules.	SA	A	U	D	SD
19. I would rather go to work now than go to school, but more schooling now will help me to get a better job later.	SA	A	U	D	SD
20. Pupils can protect themselves from teachers who don't like them.	SA	A	U	D	SD
21. Copying from books is all right if this results in good marks.	SA	A	U	D	SD
22. I like to do homework.	SA	A	U	D	SD
23. Taking part in school activities will help me in anything I try to do in the future.	SA	A	U	D	SD
24. No matter how I try I don't understand my school work very well.	SA	A	U	D	SD
25. In this school pupils must sometimes disobey the rules.	SA	A	U	D	SD
26. I like to do problems in Math just for fun.	SA	A	U	D	SD
27. I understand why I am going to school.	SA	A	U	D	SD
28. My schooling will help me understand other people.	SA	A	U	D	SD
29. If I could, I would close all schools.	SA	A	U	D	SD
30. Having lots of friends is more important than getting good grades at school.	SA	A	U	D	SD
31. In this school pupils can complain to the principal and be treated fairly.	SA	A	U	D	SD
32. Copying another pupils homework is all right if he agrees to let you do it.	SA	A	U	D	SD
33. Teachers sometimes listen to what pupils want to do.	SA	A	U	D	SD
34. I find it easy to please my teachers.	SA	A	U	D	SD
35. I want to finish school.	SA	A	U	D	SD
36. You must disobey the teachers sometimes if you're going to have any fun.	SA	A	U	D	SD
37. Giving an answer to someone else during a test is not really cheating.	SA	A	U	D	SD
38. Taking part in school will help me to become a better person.	SA	A	U	D	SD

APPENDIX C

PUPIL ATTITUDE QUESTIONNAIRE

PUPIL ATTITUDE QUESTIONNAIRE

Items which constitute four dimensions of alienation.

Normlessness dimension

Item No.	Item
5	Sometimes you must make promises to teachers which you don't intend to keep.
10	It doesn't matter if what I am doing is right or wrong as long as it works.
14	It is more important to have fun in school than to help others.
16	Really, a pupil has done wrong only if he gets caught.
21	Copying from books is all right if this results in good marks.
25	In this school pupils must sometimes disobey the rules.
32	Copying another pupil's homework is all right if he agrees to let you do it.
37	Giving an answer to someone else during a test is not really cheating.

Meaninglessness dimension

Item No.	Item
11	At school we learn things that will help us in having a good life after we finish school.
23	Taking part in school activities will help me in anything I try to do in the future.
27	I understand why I am going to school.
38	Taking part in school will help me to become a better person.

Self-Estrangement dimension

Item No.	Item
4	Pupils should not have to study much.
15	I often read and study more in school than my teacher expects me to.
22	I like to do homework.
34	I find it easy to please my teachers.

Powerlessness dimension

Item No.	Item
1	Schools are run by others and pupils can do little about it.
2	What I do in school is controlled by other people.
3	It's no use for me to complain to teachers because they don't listen.
17	The teachers are really interested in all pupils in this school.
18	Teachers will not listen to pupil complaints about unfair school rules.
31	In this school pupils can complain to the principal and be treated fairly.

APPENDIX D

INTERCORRELATIONS BETWEEN TOTAL ALIENATION AND THE NORMLESSNESS, MEANINGLESSNESS, SELF-ESTRANGEMENT AND POWERLESSNESS DIMENSIONS OF ALIENATION

INTERCORRELATIONS BETWEEN TOTAL ALIENATION AND THE NORMLESSNESS, MEANINGLESSNESS, SELF-ESTRANGEMENT AND POWERLESSNESS DIMENSIONS OF ALIENATION
N=372

	Normlessness	Meaninglessness	Self-Estrangement	Powerlessness	Total
Normlessness	1.000				
Meaninglessness	-.178	1.000			
Self-Estrangement	-.545	.502	1.000		
Powerlessness	.129	.184	.370	1.000	
Total	.720	.372	.050	.599	1.000